

Module 7

Questioning and Facilitation

Techniques

7-01



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Module 7 Objectives

Upon completion of this module, the participant will be able to:

- State the purpose of questions in the classroom
- List *seven types of questions* used and describe their advantages and disadvantages
- Identify the characteristics of effective questions



Module 7 Objectives (continued)

- Distinguish the methods of asking questions and describe when to use each
- Discuss methods to handle participant responses to questions
- Describe methods to successfully respond to participants questions



Module 7 Objectives (continued)

- Identify the differences between meeting facilitation and facilitation in an instructional setting
- Identify the *four basic facilitation skills* that can be used to conduct effective training
- Describe facilitation skills as they relate to classroom instruction



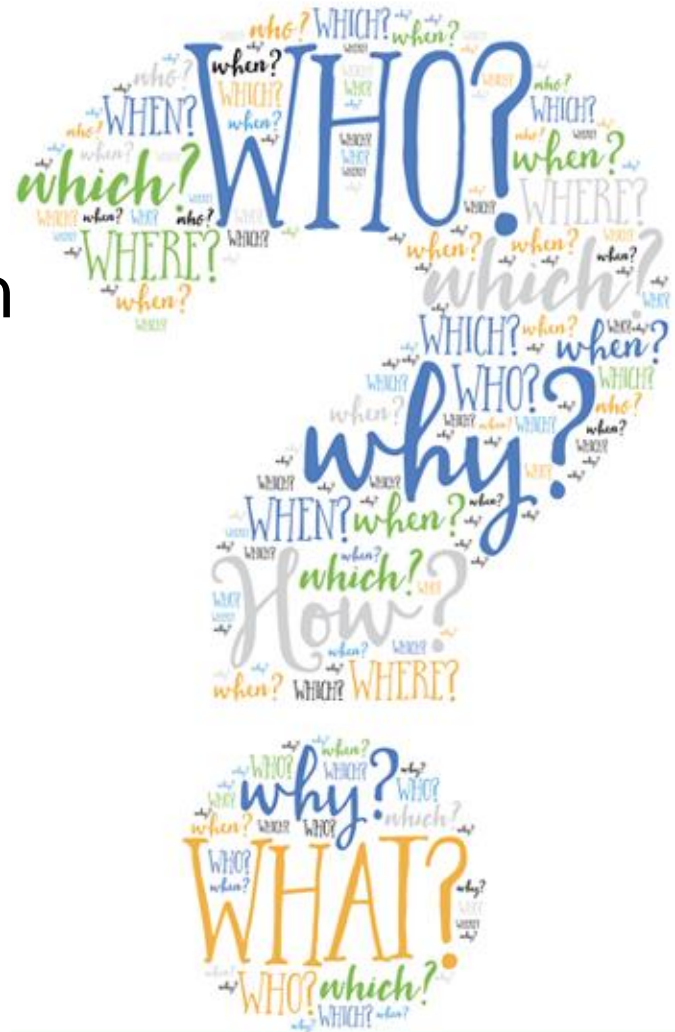
Purpose of Asking Questions



- Interaction
- Evaluation
- Application
- Rapport






- Important elements
 - Invites learner participation
 - Stimulates thinking
 - Creates interest
 - Channels thinking
- Evaluation opportunities
 - Gauges accuracy
 - Assists in pacing



- Apply the information
 - Facilitates discussion
- Strengthens rapport
 - Responding to participants
 - Determining background and experience



Types of Questions

-  Open Ended
-  Closed Ended
-  Leading
-  Probing
-  Funnel
-  Conversation Starter
-  Review/Evaluation



Characteristics of Effective Questions



- Challenging
- Brief
- Clear
- Relevant
- Emphasize

Pre-Directed



Overhead/
Undirected

Overhead/
Directed

Overhead/Undirected

“Why do we have to observe a subject for 20 minutes prior to administering a breath test?”



Pre-Directed

“Pete...why do we have to observe a subject for 20 minutes prior to administering a breath test?”



Overhead/Directed

“Why do we have to observe a subject for 20 minutes prior to administering a breath test...Linda?”



Handling Responses to Questions

- Encourage participants to respond
- Instructor reactions
- Commend participants for correct responses
- Praise and recognition
- No reaction
- Right/Wrong answers
- Repeat answers and questions



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Handling Incorrect Responses

- Give participant credit for a nice try
 - You are really close, but..
 - You're on the right track, but...
 - Are you saying...?
- Give partial credit and explain what needs further explanation or clarification
- Never make participant appear foolish
- Never embarrass the participant in front of their peers and always treat with respect
- Don't let the class leave with incorrect info

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- Be prepared
- Interacting with participants
- If you know the answer – give it
- If you don't – admit it
- Ask for clarification if you don't understand
- Tactfully restate the question
- Will the question be covered later
- Stump the instructor



What is Facilitation?

- Making it easier for participants to learn by bridging the gap between the **content** and the **learner**

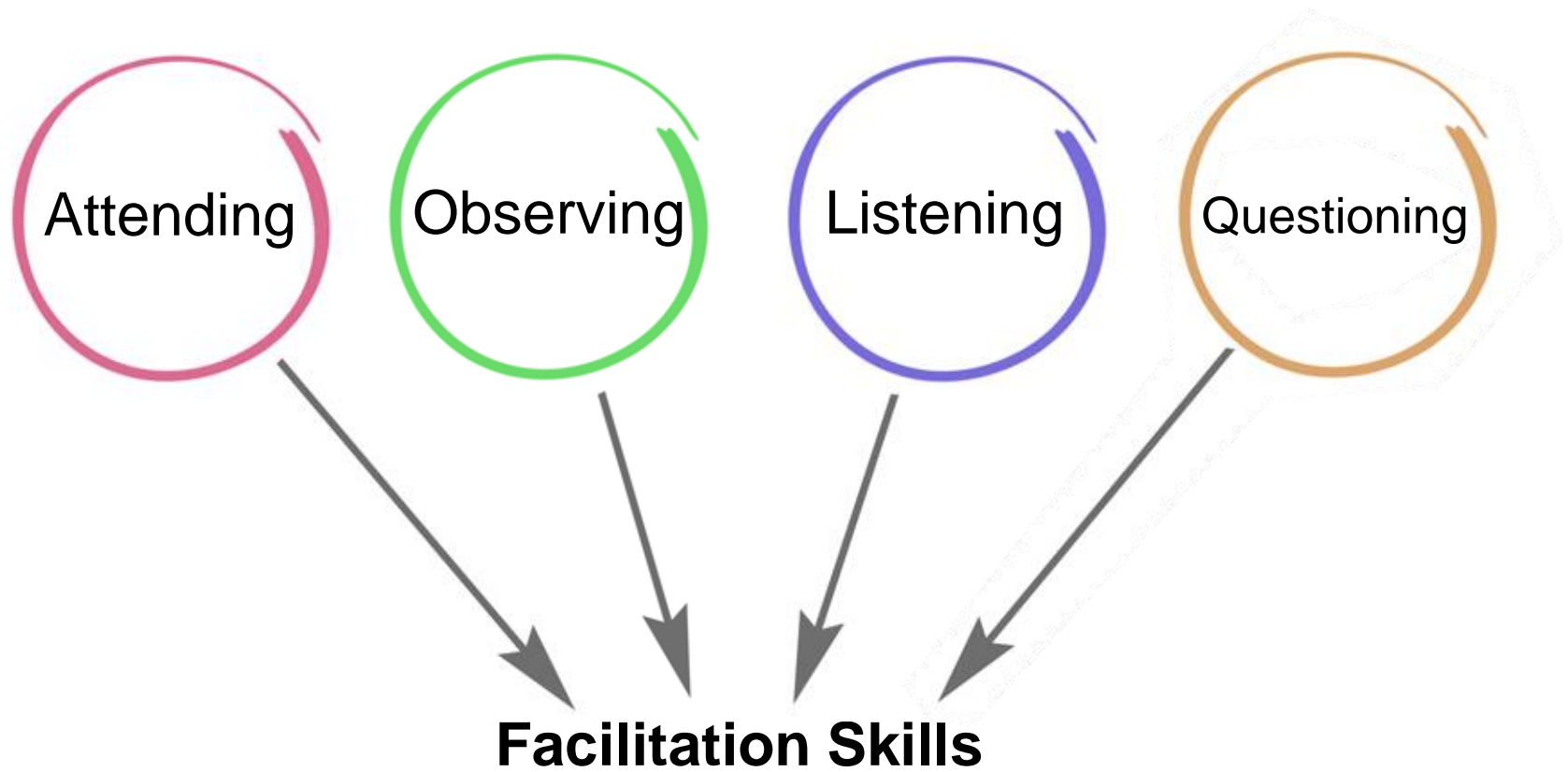


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Four Types of Facilitation Skills



Attending

- Paying attention to the learner
 - Facing the learners
 - Maintaining appropriate eye contact
 - Moving toward the learners
 - Avoiding distracting behaviors



Observing

- Assessing how the training is being received by the learner
 - Three steps in using observing skills
 - Responding to a learning behavior



Listening

- A two step process:
 - Listening to what the learner is saying
 - Paraphrasing what was said to demonstrate understanding



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Questioning

- Asking questions correctly is crucial to the training process



Module 7 Summary

- State the purpose of questions in the classroom
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